

Inspection of Al Jamiah Al Islamiyyah

Willows Lane, Bolton, Lancashire BL3 4HE

Inspection dates: 24 and 25 September 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

Does the school meet the independent school standards?

No

What is it like to attend this school?

Pupils make a strong contribution to the calm and respectful environment that exists at the school. They value the positive relationships that they have with staff, who care for them well. Pupils live up to the high expectations that the school has of their behaviour and conduct. They are extremely polite and well-mannered. Pupils are happy.

Although the school has high aspirations for pupils' achievement, some pupils do not achieve as well as they should. This is because the proprietor has not ensured that they benefit sufficiently well from the school's academic curriculum and personal development programme.

Pupils appreciate the opportunities that they have to develop their talents and interests. During social time, pupils play well together. For example, they enjoy taking part in football and cricket. They benefit from visitors to the school. For example, during World First Aid day, pupils received first aid training which was delivered by doctors from the local community.

Pupils enjoy opportunities to develop their vocal skills during weekly Nasheed sessions. They are encouraged to volunteer in the local community and to take on leadership roles at the school. Pupils become resilient young people.

What does the school do well and what does it need to do better?

On behalf of the proprietor, the governing body has worked diligently to address the issues identified at the time of the previous inspection. It has ensured that the school meets the independent school standards ('the standards') in relation to the welfare and safety of pupils that were previously unmet. However, the proprietor has not ensured that all of the standards for the quality of education have been met.

The proprietor has established an environment at the school where everyone is welcome. Pupils study a broad range of secular subjects alongside Islamic Studies. In some subjects, the key information that pupils should learn has not been set out clearly. At times, this means that teachers do not know how to build pupils' learning securely over time. Some pupils do not achieve as well as they should.

At the end of key stages 4 and 5, pupils access a range of qualifications. The school has entered into partnerships with local and national colleges which has further enhanced its curriculum offer. Pupils move on to meaningful destinations including, further education, apprenticeships or employment with training. Most pupils achieve well.

The school's assessment strategies are at an early stage of development. Staff make regular checks on what pupils know and remember. However, at times, staff do not promptly address the gaps and misconceptions that some pupils have about their learning. When this happens, pupils move on to new learning before they are ready

and they are not as well prepared as they should be for each stage of their education.

The school has appropriate arrangements in place to identify the additional needs of pupils. Staff receive the training and support that they need to design activities that help pupils, including those with special educational needs and/or disabilities (SEND), to access the curriculum alongside their peers.

Pupils benefit from reading a range of secular texts alongside books that support their Islamic Studies. Pupils enjoy learning Urdu. Most pupils are at the early stages of learning this language. Staff use their strong subject knowledge to ensure that pupils learn the letters and sounds that they need to become confident and fluent readers. Pupils with gaps in their phonics knowledge for Urdu receive the support that they need to catch up quickly.

The books that pupils read make a valuable contribution to their understanding of the world. For example, they learn about the importance of kindness, doing good deeds and the many differences that exist between people.

Pupils attend school regularly. They have positive attitudes towards their learning. Pupils engage purposefully with staff about the work that they are given. They relish the opportunities that they have to help each other in lessons.

The school is at the early stages of developing its curriculums for personal, social, health and economic education (PSHE), relationships, sex and health education (RSHE) and careers education. These curriculums lack clarity about what pupils should learn and when they should learn it. This means that pupils do not benefit fully from a coherent personal development programme and they are not as well prepared as they should be for life in modern Britain. The school's assemblies and themed weeks ensure that pupils learn about a wide range of other cultures and historical figures. This makes a positive contribution to their wider development.

Staff appreciate the help that they receive from the school to carry out their duties. For example, they appreciate the time that they have been given to incorporate fundamental British values into the design of their subject curriculums. This supports their workload.

Although the proprietor and the school have not fully realised their ambitions for the quality of education at the school, they are clear about what needs to be done. The governing body and the school have worked well together to set the strategic direction of the school and they are beginning to hold leaders at all levels to account more effectively for the quality of education that pupils receive. The proprietor ensures that the school meets its statutory responsibilities under schedule 10 of the Equality Act 2010. The recent improvements to the welfare and health and safety of pupils shows that the proprietor and the governing body have the capacity to address the areas for improvement identified in this inspection.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and proprietor)

- In a small number of subjects, the school is continuing to refine its thinking about the most important knowledge that pupils should learn. As a result, pupils do not develop the breadth and depth of understanding that they should. In these subjects, the school should identify the key information that pupils should learn so that they are well prepared for each stage of their education.
- On occasion, the school is not quick enough to rectify the gaps and misconceptions in some pupils' knowledge. This means that these pupils move on to new learning before they are ready. The school should ensure that staff develop a strong understanding of its assessment strategy so that they can help pupils to build their knowledge securely over time.
- The school is at the early stages of thinking about the personal development programme that it provides to pupils. As a result, pupils are not as well prepared as they should be for life in modern Britain. The school should develop its thinking in this area so that pupils benefit from a broad and coherent suite of curriculums in PSHE, RSE and careers education.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

School details

Unique reference number	130285
DfE registration number	350/6017
Local authority	Bolton
Inspection number	10299174
Type of school	Other independent school
School category	Independent boarding school
Age range of pupils	11 to 25
Gender of pupils	Boys
Number of pupils on the school roll	32
Proprietor	Trustees of Islamic Institute
Chair	Qari Yakub Nanji
Headteacher	Luqman Amla
Annual fees (day pupils)	£2,150
Telephone number	0120462622
Website	www.boltondarululoom.org.uk
Email address	info@boltondarululoom.org.uk
Dates of previous inspection	17 to 19 May 2022

Information about this school

- The previous standard inspection of this school was 17 to 19 May 2022. At this inspection, the school was judged to comply with the standards.
- Following the standard inspection in May 2022, the school received an emergency inspection in June 2023. At this inspection, the school was judged to not comply with the standards.
- An inspection of the boarding provision took place on 13 to 15 June 2023. This inspection was reported on separately under URN SC009423. This inspection report can be found at <https://reports.ofsted.gov.uk/provider/1/SC009423>.
- Following the emergency inspection in June 2023, the school received a progress monitoring inspection in September 2023. At this inspection, the school was judged to not comply with the standards.
- Al Jamiah Al Islamiyyah is an Islamic boarding school for boys. The school opened in November 1995.
- The school operates from premises at Willows Lane, Deane, Bolton, Lancashire, BL3 4HE.
- The current headteacher has been in post since September 2024.
- At the time of this inspection there were no pupils with SEND on roll at the school.
- At the time of this inspection, there were no pupils in the sixth form.
- The school does not currently make use of any alternative provision.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- During this standard inspection, social care inspectors carried out a monitoring visit of the school's boarding provision.
- Inspectors spoke with the secretary to the trustees of the proprietor body, members of the governing body, the headteacher, the designated safeguarding lead and other school leaders.

- Inspectors carried out deep dives in the following subjects: English, mathematics and information technology. They discussed the curriculum with subject leaders, visited some lessons, reviewed pupils' work and spoke with staff and pupils.
- Inspectors reviewed the curriculum plans and pupils' work for a range of other subjects including history and science.
- Inspectors met with leaders to discuss SEND, the curriculum, assessment, pupils' behaviour and the provision for pupils' wider development.
- Inspectors considered responses to Ofsted Parent View, including the free-text comments. There were no responses to Ofsted's online surveys for staff and pupils.
- An inspector made a tour of the premises and accommodation with leaders.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke with pupils about their experiences of school life. They observed pupils' behaviour during lessons and at break and lunchtime.
- Inspectors spoke with staff about their workload and well-being.

Inspection team

Andy Cunningham, lead inspector

His Majesty's Inspector

Pippa Jackson Maitland

His Majesty's Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively;
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(d) personal, social, health and economic education which-
 - 2(2)(d)(i) reflects the school's aim and ethos; and
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act[9];
 - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that-
 - 2(2)(e)(i) is presented in an impartial manner;
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
- 2A(1) The standard in this paragraph is met if the proprietor-
 - 2A(1)(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2),
 - 2A(1)(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools,
 - 2A(1)(e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b),
 - 2A(1)(f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and
 - 2A(1)(g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.
- 2A(2) Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the head teacher considers that the pupil should not be so excused.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;

- 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

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